

Would you be recognized as efficient?

An instant, in-service test on YOUR fitness to succeed in education

Compiled by Gerald Halgh

Christmas is a time of self-appraisal. It was, after all, on Christmas Eve that Scrooge discovered himself to be not a rigorous authoritarian with a proper regard for decency and thrift, but a trandy progressive of the kind who gives away hand-outs on the basis of cursory investigations.

- (1) "The previous head would have stamped on this practice long ago." YES/NO.
(2) "This is marvelous. Somewhat! Now, what does it say?" YES/NO.
(3) "In my day, boys without ties were THRASHED!" YES/NO.
(4) "Right, now you are all in your respective groups, shut up and face the front." YES/NO.
(5) "Julia, you play the part of the girl; John, you be the angry father; Stan, the boyfriend. Right, listen everybody!" YES/NO.
(6) "If you do that again I WILL THRASH YOU!" YES/NO.
(7) "The only people allowed to have are the gerbil monitors." YES/NO.
(8) "This time, you are digging in very heavy mud. DIG and DIG and..." YES/NO.
(9) "You bring him, and I WILL THRASH HIM TOO!" YES/NO.
(10) "Turn upside down and multiply and do not ask questions." YES/NO.
(11) "... and the group of the back, just colour in the pictures." YES/NO.



Scoring—Yes to 2, 5, 8, 11, 14, 16; no to all others: you are either PROGRESSIVE or you have BEEN ON THE RIGHT COURSES.
Yes to 1, 4, 7, 10, 12, 15; no to all others: you are TRADITIONAL.
Yes to 3, 6, 9, 13; no to all others: you are SLIGHTLY TO THE LEFT OF BIERMANN GOERING.

Now, having established your level of pedagogicalmanship, let us go a little farther. How well do you speak the language of education? Try these multiple-choice questions.

- (1) Social studies is—
(a) History and Geography;
(b) Sociology and Economics;
(c) Dramatized baby-care with 5D.
(2) A staff working party is—
(a) Talking about 3C at a white-and-cheese evening;
(b) All going out to give the head's car a push;
(c) An acceptable substitute for decisive action.



Scoring: All are correct.

A book on headmstrship suggests that the strength of a teacher's discipline can be judged from the amount of paper left on the floor of his classroom. Clearly, the ability to make this kind of snap assessment is essential to any senior teacher.

- (1) It is five minutes before the bell. You enter a classroom to find everything packed away. The class sounds chatting in groups: the teacher, briefcase in hand, has his hand on the door.
(2) The metalwork shop. A group of fifth-year boys is playing cards. Outside the door, the teacher is lying underneath a car which you have never seen before. As you approach he calls, "Grimsley, pass me a spanner, and then put the kettle on."
(3) The gymnasium. Forty boys are playing touch rugby with a tennis ball. In the corner, the teacher sits at a portable desk writing up his record book.

All this, of course, pales into insignificance compared with the last test which is concerned with survival. Are you likely to survive the coming year? To find out, mark down your most likely verbal reactions to the following given situations:

- (1) On playground duty, a boy tells you that there is someone on the roof.
(a) "Come down off the roof now."
(b) "Yup. Tell the deputy head there is somebody on the roof."
(c) "You are mistaken. There is no body on the roof."
(2) A child loses his pen.
(a) "Do not worry. I will find it for you."
(b) "It will probably turn up."
(c) "You were clearly warned about bringing pens to school!"
(3) An interview with a parent.
(a) "Your son is a backward reader."
(b) "Your son is a backward reader."
(c) "Your son is dyslexic."
(4) In a staff meeting.
(a) "I think...



In each case, score 1 for (a), 2 for (b), and 3 for (c). Six or under you may make the year out, but your novice is such that you are unlikely to command more than a Scale 2 post as second in charge of lost property. Seven to ten a solid, workmanlike result. When the falling rolls start to bite, you will probably be kept on to do PE general studies.

Crossword No 1,116

Crossword puzzle grid with clues for Down and Across.

Down

- 2 French queen goes in for a fortunate electronic chance (5)
3 Personal trainer (4, 5)
5 Comedown... that hurt the bottom (5, 8)
6 Retired in Milton's line (7)
7 Found in order relay, archy (6)
8 Chance achievement with another part (11)
10 Mixture of much awe and take just like (9)
14 Guard duty for getting demanding (7)
15 Of course, sticking with cause, emergency (6)
16 Signified by a red in temperature (5)
18 The old cowboy, though still active as a speaker and writer on various topics (8)
19 Solution to Puzzle No 1115 (11)

Maths teasers

THREE SCORE YEARS AND TEN. An old man looking back with thankfulness upon his life is more than three score years and ten, realized that it had consisted of three periods of almost equal length.

OXBRIDGE and CAMFORD

There are two routes from Oxbridge to Camford. One is 38 miles long along a level track where an average speed of 20 mph is possible. The more direct route is a hill; there is a 30-mile uphill stretch from Oxbridge, along which the average speed is 15 mph.

QUADRATIC EQUATIONS

The quickest way of solving quadratic equations is to use factors where possible. For example, to solve (x+3)(x+4)=x+4, write (x+3)(x+4)-(x+4)=0, and the left-hand side factorizes as (x+4)(x+3-1)=0.

D. B. Eperon

New plan may end 16-plus deadlock

The steering committee set up by Mrs Shirley Williams, the Education Secretary, to review proposals for a 16-plus exam is hoping to report by Easter with a plan that will make it possible to go ahead with a common examination system.

How to read

Children are naturally disposed to learn how to read. This view, with Professor Frank Smith, expert on how to make learning to read difficult.

That was 1977, that was...

Mr Jack Jones, that over-reported pundit, hit the headlines 12 months ago by dubbing 1977 the year of the beaver. Indicators of production and productivity suggest that this could hardly have been a less appropriate comment on most actions of British life.

At the local authority level and the level of the schools themselves the beavering is not so obvious. Not that anyone has been idle: the general striving carried out by the Prime Minister has produced plenty of local ripples. But the rigorous pursuit of economy is itself a great antidote to innovation.



Have a care

Half as many under-fives receive day care as need it, says a new Government survey, and those who need it urgently are less likely to get it than black children.

Strife in the camp

Michael Pinto-Duschinsky reviews two new books on Conservatives and Conservatism.

Wish you were here

Postcards, which were first issued to increase the Post Office's business, soon became a most important folk art form.

Calendar '78

A glimpse at the sacred diary of a media person.

If the mask fits

Melina Group takes a critical look at a new sociology of musical languages.

Classified ad index

No comment

The probation appeals board and the probation committee will be coming together in the House of Commons, chairman of the General Association of...

Advertisement for 'NEVER MIND THE TEACHING HERE COMES...' featuring various educational materials like 'ACRONYM MANIA', 'CONSULTATIVE MATERIAL', 'PARENT/TEACHER POWER!', etc.

Harry Judge rings out the old year with a sigh of relief, page 24.

In 2002 'they'll leave at 13'

The school-leaving age will be lowered to 13 by 2002, says Mr Derek Rasthorpe, head of Holtedale Park comprehensive school in a notice-board contribution in this month's issue of The Architects' Journal.

Third of Irish pupils hate school—survey

Many teachers know students find their subjects boring and useless but they cannot do anything about it. Nor do they attach as much importance to examination results as their students do.

Consortia plan may end deadlock over common exam system at 16-plus

The Cambridge Syndicate GCE board has been cooperating with the East Anglian CSE board since 1971, conducting pilots in five subjects since 1973, and now aiming to make exams in eight subjects.

Report reveals gap in care for under-fives by Lucy Hodges

Twice as many children aged day care as receive it, according to a survey by the Department of Health and Social Security. More under-fives who need it badly are less likely to get it than children who have fewer difficulties.

DES reshuffle for teacher training

Responsibility for initial and in-service training of teachers is to be moved to the Department of Education and Science after 15 years of being classified as higher education.

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A choice of futures

The Architects' Journal has been celebrating the end of Silver Jubilee Year with a futuristic look at Britain in the year of the Golden Jubilee.

One man, one vote, one lesson . . .

What is clear is that the most important issue in the struggle now between black and white in South Africa is education. Robert Birley on Ernst G. Malherbe's Education in South Africa Vol II 1923-75

In 1925 a history of education in South Africa from 1652 to 1922 was published and it was quickly recognized that it was a definitive study of the subject.

Since then the author, Dr Ernst Malherbe, has been Director of Military Intelligence in the South African Army from 1940 to 1945 and Vice-Chancellor of the University of Natal from 1945 to 1965.



Children on the streets of Soweto.

When the National Party came to power, die new government concentrated on the changes it had fought for in the education of white children and dual medium schools were abolished.

Dr Verwoerd, that in charge of Bantu administration, could hardly have been more open about the underlying principles of the new system, as these quotations from his speeches on the subject will show.

For that reason it is of no avail for him to receive a training which is as an absorption into the European community, while he cannot and will not be absorbed there.

Immediately after the disturbances on June 16 last year the police said that they were the result of work by 'agitators'. But their charges cannot get 15,000 to demonstrate without spending some time on the operation and if their efforts have been going on for weeks, as they would certainly have been, the police would certainly have been aware of it and would have checked it.

Perhaps it should explain that when at a South African University in the sixties I spent much of my

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Any student of the history of education will find much in this book of interest. There is the account, for instance, of the establishment of a general system of comprehensive secondary education in the 1950s, early days met for experiments but for a complete programme for the whole country.

The first was the way in which schools became the main battleground for the Afrikaners as they fought and won their political struggle with the English, culminating in the victory of the National Party in the General Election of 1948.

What is the use of teaching the Bantu child maths when it cannot use it in practice? The Bantu must be taught from childhood that equality with Europeans is not for them.

Not long after the outbreak of the Soweto riots in June last year a South African paper stated that in 1943 Mr M. C. Botha, then a prominent member of the Broederbond and now Minister of Bantu Administration and in control of African education, had signed an order from the Broederbond to its members ordering a strike by Afrikaner parents who should refuse to send their children to dual medium schools.

Has there been anything more surprising in recent years than the way in which African children of the age of 13 or 14 have played such a prominent part in the great political upheaval which began in June last year with demonstrations by school children in Soweto, the year African township of Johannesburg?

This quotation from the book will serve to show how it has influenced education. 'If a person was approached to join the Broederbond and turned down the offer, it was a block mark against him. In a number of cases this expressed him to petty persecution. For example, in the cultural field an author would suddenly find his works taken off the prescribed list of books for use in schools.'

Generally speaking for the Afrikaners their paternal loyalty was not to white South Africa as a whole, but to Afrikanerdom, as it was often called. And this loyalty found expression especially in the development of the language, Afrikaans, from a dialect of Dutch

Keys to Chemistry

This new series is designed to cover the complete chemistry course in CSE (Bunk 2) and GCE 'O' level (Bunk 2 alpha). It achieves this by

- carefully graded questions throughout the text
a summary of key facts at the end of each chapter
excellent illustrations in two colours with photographs
The Practical Books in the form of Split Duplicating Masters

Hodder & Stoughton Dept. E12485, P.O. Box 704, Mill Road, Dunton Green, Sevenoaks, Kent TN13 2YD.

When Andrew Hutchings quits his large published desk in his large study office this time next year he will have put in exactly 40 years' service as general secretary of the Assistant Masters' Association.

Stephen Cohen follows the career of Andrew Hutchings, who retires next year from the AMA



### Top dog steps down

much importance is usually attached to its resolutions. But it does help developing states to build up their own teachers' organizations.

step into the 1970s and then rapidly scuttled back in more secure times when the stock of newspaper ran out.

### PERSONAL COLUMN

#### John Rae Papering over the crackpots

The outright winner of the 1977 Booby Prize for Crass Misjudgement must be the authors of the Labour Party political broadcast on the National Front. That anyone could think that the Front would be damaged by being associated with the Nazis is incredible and shows an almost complete ignorance of popular attitudes towards Hitler's Germany in modern Britain.

attention to the sense of pincer and purpose, violence and excitement that the films communicate. In tall viewers that the National Front should be compared to one of the most powerful and mesmerizing popular movements in history is about as sensible as a headmaster telling his assembled pupils that boys who steal Macs Bars from the canteen shop in bank should be compared with the Great Train Robbers. Glamour by association is the last thing we want to give the National Front for Christmas yet that is precisely what Transport House in its stupidity may have done.

### Union hits at 'folly' of dole for leavers

Young people are being left to leave school after 16 to become unemployed, according to the National Association of Schoolmasters-Union of Women Teachers. The "sheer folly" of giving people inducements to get into employment at school or college, says the union in a policy statement.

### Complaint rejected

A complainant who has not been personally attacked or otherwise criticized has no claim to a right of reply, says the Press Council in an adjudication rejecting a complaint against The Times Educational Supplement.

### Virginia Makins looks at Smith's Law on learning to read naturally

That was in the mid-1960s, when great strides were being made in the study of language and learning. Professors Jerome Bruner and George Miller were at the centre. Naomi Chomsky was next door at the Massachusetts Institute of Technology. He and others were throwing up exciting new ideas about grammar. Close observations of children learning to talk were making it clear that they learn by generating and testing hypotheses, not as people had believed—only by imitation.

### 51,000 go diving for Dolphins

Although cuts in education expenditure forced only schools to reduce the time devoted to swimming, Dolphins, the trophy awarded to the winner for primary schools had never been successful year.

### can't say cereal when you mean shampoo . . .

And it turns out they read very differently from the way they often teach beginners to read. They do not convert print into sounds. Instead, they use all kinds of cues—visual cues, but also clues from grammar and syntax and the context—to make sense of the text.

### 'Time to mollycoddle' the gifted young athlete

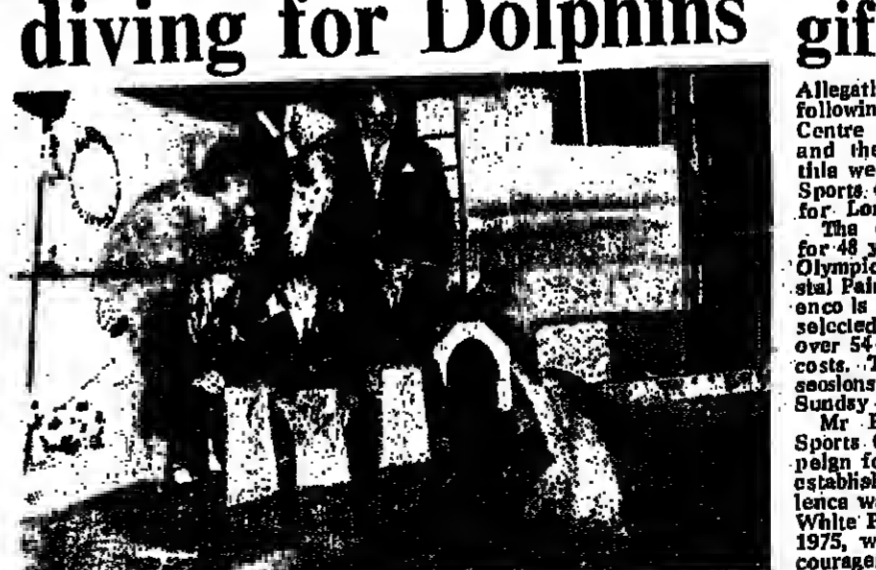
Allegations of expensive elitism following the opening of the first Centre of Excellence for London and the South East were refuted by Mr Roger Bottomley, Sports Council development officer for London and the South East.

### 'Old hands' favoured for squash titles

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Mr J. W. O. Jeffrey, of 47 Manor Road, Weymouth, Dorset, alleged that the statistical tables published in an article and conclusions drawn from them were meaningless, correct and misleading because the author was comparing the wrong figures.

Local authorities might be persuaded to fund their own youngsters once it was pointed out to them that they were likely material for the Moscow Olympics in 1980.

Holland
Few surprises in Cabinet manifesto

from Lynn George
AMSTERDAM
Dr Arie Pans, an economics professor at Amsterdam University and a member of the VVD Liberal Party, is Holland's Education Minister in the country's new Centre-Right coalition government.

After Dr van Kouwenade, a fervent educational crusader whose phenomenal rise to the post of Minister for Education in 1966 was due to his leadership in a coalition of political parties, Dr Pans is expected to take a financial hard line in education policy...

The 19-point education programme of the new government challenges some of the traditional values which underpinned educational policy under the Socialists.

The most controversial policies of the last government, however, are incorporated in the new programme. These include gradually integrating infant and junior schools into so-called basic schools for four to 12-year-olds...

One new initiative is that the government proposes introducing minimum academic standards in basic subjects in primary schools.

The most controversial policy of the previous government, the determination to introduce compulsory comprehensive schools, is also retained.

TRAVEL CAREFREE HOLIDAYS IN BRITAIN & VENICE

Making the jobs go round

As West Germany's urgent youth unemployment problems continue, David Dingworth looks at some solutions being discussed in West Europe's wealthiest nation

One of the most pressing problems facing West German politicians and educationists is how to ensure an adequate supply of training and job opportunities for the next decade.

It was the subject of a major debate in the Bundestag in October, and appeared on the agenda of the autumn conferences of all the main political parties and has figured prominently in recent speeches by Federal Minister for Education and Science, Herr Hohmann.

It has also inspired a nationwide campaign of demonstrations under the slogan of 'stop youth unemployment', organized by West Germany's TUC, the Deutscher Gewerkschaftsbund, in support of its demands for the implementation of the vocational training levy.

A significant step towards opening up higher education was taken in November. At their meeting with federal Chancellor Schmidt the prime ministers of the Länder agreed that from next summer term entry restrictions will operate in only 12 departments accommodating about 15 per cent of West German students.

Decisions on improving the supply of training places were postponed until the next meeting in November. Here the situation is more serious because unemployment among young people below the age of 21 has risen by 15 per cent since the middle of 1975 and has been hovering around the 100,000 mark for several months.

By 1981 850,000 young people will be leaving school each year instead of the present 800,000 and a further 200,000 training places will be needed to absorb the teenagers over the early and mid-80s.

Unemployment is highest among teenagers with the poorest qualifications. Herr Hohmann therefore feels that the most effective remedy lies in raising the standard of general and vocational education.

At the end of September 42,000 more places than in 1976 had been notified to employment offices and 27,000 the number of unfilled vacancies was exactly the same as the total of young people still seeking their first job.

This apparently healthy state of affairs is offset by the fact that there are wide variations between different branches of industry. Thus, while a surplus of 11,000 apprenticeships was recorded in the building and allied trades, there was a shortage of about 23,000 training places in commerce and handicrafts.

The opposition parties in the Bundestag agree with the Government on the scale of the problem. Herr Hohmann Kohl, leader of the Christian Democrats (CDU), recently called it 'one of the most urgent if not the most important matter which politicians have in local work'.

At a special conference held by the CDU in October to discuss opportunities for the younger generation delegates firmly rejected the idea of comprehensive education in favour of different types of school for children of varying ability.

Government assistance should be available for individuals who wish to set up their own businesses and for small and medium sized firms which have been hit hardest by the current economic depression.

He does, however, have legal powers to make all firms with more than 20 employees pay a levy of 1.25 per cent of their wage and salary bills if the supply of training places in the previous year exceeded the demand for them by less than 12.5 per cent.

This levy would be used to subsidize those firms which do train apprentices.

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Italy
Good turnout for local bodies' poll

from Dalbert Hallenstedt

Participation in this month's municipal and provincial school council elections was greater than expected.

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Throw-away books make money sense

from Dalbert Hallenstedt

I am a late entrant into the correspondence initiated by the articles on "The Emptying Shelves" but I am still reeling from the effect of the evidence you have collected.

Even in years of acute money shortage schools have been supplied with drawing paper, pens, pencils, ink, and other school supplies.

The district and provincial school councils are responsible for coordinating a programme of activities for the schools.

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Danger! Amateurs at work

The clamour has been generated by grave, even violent distortion of educational news.

I wrote recently in your column of the perils of testing as a process. Similar arguments have been advanced elsewhere.

Where is the cause for alarm that testing will do more harm than good? It is the use of school tests.

The remark concerning the value of the interview technique in personnel selection is a relic of the past.

Mr Leonard's statement concerning the practical variations in the children's vocabularies is also correct.

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Excuse me, your sexist slip is showing

Mr. - Excuse me, but there seems to be some sexist bias in your article "Does sex make a difference?"

My own research shows that there is no significant difference in the performance of boys and girls in mathematics.

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There, Sir, I've got another cartoon for you. It's a cartoon about a teacher who is being criticized for his teaching methods.

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COURSES EXPERT HOME TUITION FOR G.C.E.

SPECIAL ANNOUNCEMENTS HOME STUDY National Extension College







MEDIA PERSON'S CALENDAR 1978

Calendar grid for 1978 with 12 months (JANUARY to DECEMBER) and 4 columns. Each month contains an illustration and a short text description of media-related activities or events.

Audio-visual awards

To encourage use of audio/visual presentations in schools the National Committee for Audio Visual Aids in Education this year arranged that...

Careers in the brickmaking industry are available to people with a wide range of skills and interests...

Going to work on an egg

A new schools Cookery Award Scheme has been organized by the British Egg Information Service and Golden Egg...

The Association can put interested people in touch with appropriate members...

Kid's Cambridge

For residents of or visitors to Cambridge, the Tourist Information Centre has produced Kids Cambridge...

The guide is available from the Tourist Information Centre in Wheeler Street.

Slide viewer

Gateway has introduced a new slide viewer for use by individual pupils or small groups...

Further information: Professor P. Brown, Computing Laboratory, The University, Canterbury, Kent CT2 7NK.

Imaginative programming

The computing laboratory of the University of Kent at Canterbury is organizing a competition designed to promote awareness in schools...

Further information: Professor P. Brown, Computing Laboratory, The University, Canterbury, Kent CT2 7NK.

The pupil...

As a 17-year-old A-level candidate in the sixth form of a comprehensive, I have never attempted to acquire the theories of sociology...

At the pinnacle is the head, who exercises his authority as a despot. In school respect takes the form of deference in the sight of undemocratic and dictatorial power...

self-discipline is a major cause of unrest, and tends to lead pupils into withdrawal and alienation when they are treated as normal human beings...

TALKBACK

... the undergraduate

As the last of the white-faced examinees emerged triumphantly from the Oxford Schools building this summer, to be officiously ministered with champagne by waiting friends in a heaving scrum...

So what is wrong with it? Firstly, exams test some valuable qualities quite well - memory, the ability to think quickly, to be clear and concise...

... and the mature student

Like Robinson Crusoe, most widows find themselves suddenly stranded, not on a remote island but in a lonely home...

Immediately forgotten after the last exam. If there were a corpus of knowledge students of a subject ought to know (as there is for some technical subjects)...

ing, it was generally pupils who were late. There was the same youthful enthusiasm and expectation...

The movement towards conformity begins in the first year, with the wearing of uniform and the administration of punishment for a multitude of offences...

and that personal research must be confined to a post-graduate level is to ignore both the current economic facts of life and the talent available at a lower level...

Five exams, with a viva. I began to wonder if I was mad; I consulted the dean of the old man: "Yes," he confessed, "I am in a panic. What will my sons say, if I had up with the third-class degree?"



16

# Crawl now, read later

by Don Ryder

The effect of dominance on the ability to read has gained wide publicity in the UK during recent years, thanks largely to the work of Glenn Doman and Carl Delacato.

Their method, described in Delacato's book *A New Start for the Child with Reading Problems*, has been an integrated part of our remedial reading scheme with the last five consecutive year groups, although our approach now is much different from that which we used at first. Then, we tested the method, which had been devised for parents to use at home, with a class-size group of pupils in school conditions. Otherwise, we adhered to the recommended procedure as faithfully as we could.

Because of the size of the group, my colleague—who had first told me of the system after a visit to Philadelphia—and I had to spend a great deal of time in preliminary testing for developmental failure. Our first major change has been to dispense with the preliminary tests and to include those children whose reading age on entry at 11 plus was below nine years.

Our streamlining of the qualifying procedure has reduced the amount of developmental information we have about individual children's deficits, but, as the saving in time helps the scheme to remain viable in competition with the demands of a busy teaching day, we find it acceptable.

An indispensable feature of the original programme has been the meeting of the parents, when my colleague and I briefly explain the Delacato system, and the head of remedial services in the school leads the interviews that follow. We have found these meetings provide us with strong home support in every case and, in some instances, information that we should otherwise not have had about children's early years, or even perinatal mishaps.

As our work has progressed and begun to show worthwhile results, we have been sustained by the interest and moral support of several of our colleagues, especially the PE staff, who regularly undertake part of the exercise coaching each week.

We no longer teach each set of exercises in isolation or in strict sequence. Formerly, the children spent three weeks at least of their daily exercise solely on each stage of the programme, each of the four stages corresponding to a stage of development towards hemispherical dominance.

The first stage, comprised a means of progression along a smooth, clean floor (in the

gymnasium) while in a prone position with hand and knee of one side "raised" and the head turned to face that side. By heaving and thrusting and turning, the children move forward and face the other side—and so on repeatedly, as they move down the gym. Once a degree of skill had been attained (not always easy to do, for the whole movement is laborious) we all found this one a little dull.

In the second three-week stage, the children used to learn and practise crawling on all fours with a smooth, rhythmic cross-pattern movement of the limbs, i.e. extending and bending the arm and leg of the same side alternately with the limbs of the other side. Again, we found that not all children could do this.

In the next three weeks they learnt cross-pattern walking and running. Besides the bodily movement in each of these stages, however, there were sight and hearing exercises specifically for each stage to be done daily and corresponding to development of the pons, mid-brain and cortex, in that order. Now we incorporate the three stages into a single, "assault-course" type of programme, which runs for nine weeks. To increase interest and assist development, we have included a number of new activities—forward rolls, donkey walk, balance-walk on a bench or bench-like, and brachiation along a raised beam.

Since the changeover to the assault-course system there have been no drop-outs: in each of the first two years two children had withdrawn.

The fourth stage of the original programme was always the pupil's favourite, and so we have retained it without alteration. In this stage we try to reinforce the dominance of the hand, eye, ear and foot of the same side by practising skills with small and large balls, pens, marbles, scissors, pencils, tin mirrors, etc., every day for at least six weeks.

Throughout the course, and afterwards, we try to persuade pupils to reduce their intake of sweets, sweetened drinks and foods with artificial flavouring and colouring, and to ask parents to help in this.

Another change that has taken place involves the remedial reading lessons. In our first trial year there were no additional lessons besides those which took place in normal English periods—at that time five per week. Then, after the 15-week Delacato course, the group's average improvement in

reading age was 0.6 of a year: one child had improved by a full year. Now we have continued with extra remedial reading lessons throughout the course—and the gain in reading age has improved: in 1976 to 0.7 of a year and to 1.3 in 1977. These figures do not, of course, include any gain made by pupils before or after the 15-week period, when "normal" remedial reading work takes place within the Delacato exercises.

These results are not directly comparable, as other factors were involved: higher starting thresholds, differing withdrawal systems for remedial teaching, etc. As we have no control group, and can see no justification for having one in the school, we are not able to draw conclusions or make claims that are scientifically justified.

The morale of the pupils has been greatly



# Children of violence

by Patricia Goldacre

In a newspaper recently, I read that a boy whom I taught in an assessment centre for six weeks nine years ago had been sent to Broadmoor "without limit of time" for raping and murdering an 86-year-old woman. It seems like yesterday that we were in the classroom together, and he was pushing his teachers to the limit of tolerance and skill.

How important it is to the development of our skills to follow up what happens to our pupils, and how rarely we have this opportunity. What could we have learned from him then that would have assisted in the prevention of what he has now done?

The child care staff of the assessment centre, 21 members, criticized the teachers for "failure to control" this boy's behaviour in the classroom. They had four times the staff-child ratio of the nation and I posed at the time that this boy was different, in some important way from our other emotionally disturbed, disruptive, deprived pupils from fragile backgrounds. Whoreta lay this difference?

This was not my first time to find that an individual I had taught in a setting for severely maladjusted children had later committed a crime of violence. Other teachers must have similar experiences.

Not long ago I read that a 16-year-old whom I remember as a confused, emotionally deprived boy of nine, was convicted of the attempted murder of a child of four. I can imagine in this case that he did not know what he was doing. He failed to learn to read, too.

I puzzle over the difference between the two boys. There was a difference when they were children, and there is a difference between their crimes. One was convicted of attempted murder, the other of actual rape and murder: the newspaper report was detailed in its description of savagery. The old lady had just been to Mass. The boy had been brought up to be religious. I wonder if he met her there.

Whatever this boy did was deliberately and thoroughly done. He was hit-and-run numerate by the time I taught him. He excelled from violence. He was good at mathematics. He had been well taught at a religious school, where he was severely caned whenever he misbehaved. (What else did he learn besides mathematics?)

He was a member of a big family. They were homeless. They were housed in part 3 accommodation. The family was split up. This boy rebelled with violence at his family. He was in the large, homeless families ghetto taken into care, and placed, in our reception assessment centre. The older brother was a smaller, milder, not so clever boy. He followed where his stringer, younger, dynamic brother led.

I remember him in a school setting. I had to call the police, the only time I ever had to do that. This boy continually switched off the ignition of the van I was driving as we were going along in traffic, and all our combined efforts could not persuade him

to desist. He was impervious to social pressure. He was impervious to social pressure. He was impervious to social pressure. He was impervious to social pressure. He was impervious to social pressure.

Another time, which I shall not forget because it gave me some insight into him, he kept putting his head out of the van as we drove along on a school outing and I said: "Keep your head in, you might get killed."

It might have been better if he had been, I know now, I think he knew that then, for he yelled into the traffic: "Take me home! I'm ready to come." He was deadly serious. I sensed he was serious, and the other children around him, and were very quiet.

He was assessed as being maladjusted and was sent to a school for maladjusted children. From there he was sentenced to Borstal for carrying a knife. When I knew him I knew that the boy's feeling self was set in hatred of the outside world, fantasies of violence and despair about himself. I am sure this was so when I met him, and I cannot believe he changed.

The schools for maladjusted children who nobly accepted him were accepting the sort of uniquely unresponsive individual whom they are very occasionally called upon to educate. Response was apparent sometimes, reported in telling the court that he has a "psychotic personality". I knew him for a short while as a real

child because of their new-found control in physical skills and by their being in a class with their peers. Almost all of the children have been able to return to normal, non-remedial, ability or setted classes with little or no need of further help from remedial services.

Some have overtaken form-mates who had never been considered as being in need of remedial help, and are vying with the best achievers in their year group. Obviously not all do this, but it is evidence which we know, as teachers, to be valid.

A feature that is also unchanged is the least of the equipment that we have in remedial reinforcement in the fourth year—plastic balls, marbles, scissors, compasses, rulers, peep-hole cards, toy microscopes, toy telescope, home-made legible lamp, and scrap paper.

Now, thanks in large part to the TES, we have had correspondence from all parts of the UK (I say much appreciated) and have spoken to teachers and others about our work. Some schools have told us that they are now using the Delacato method, and we hope to hear of others, so that we may learn from their experience as they have from ours.

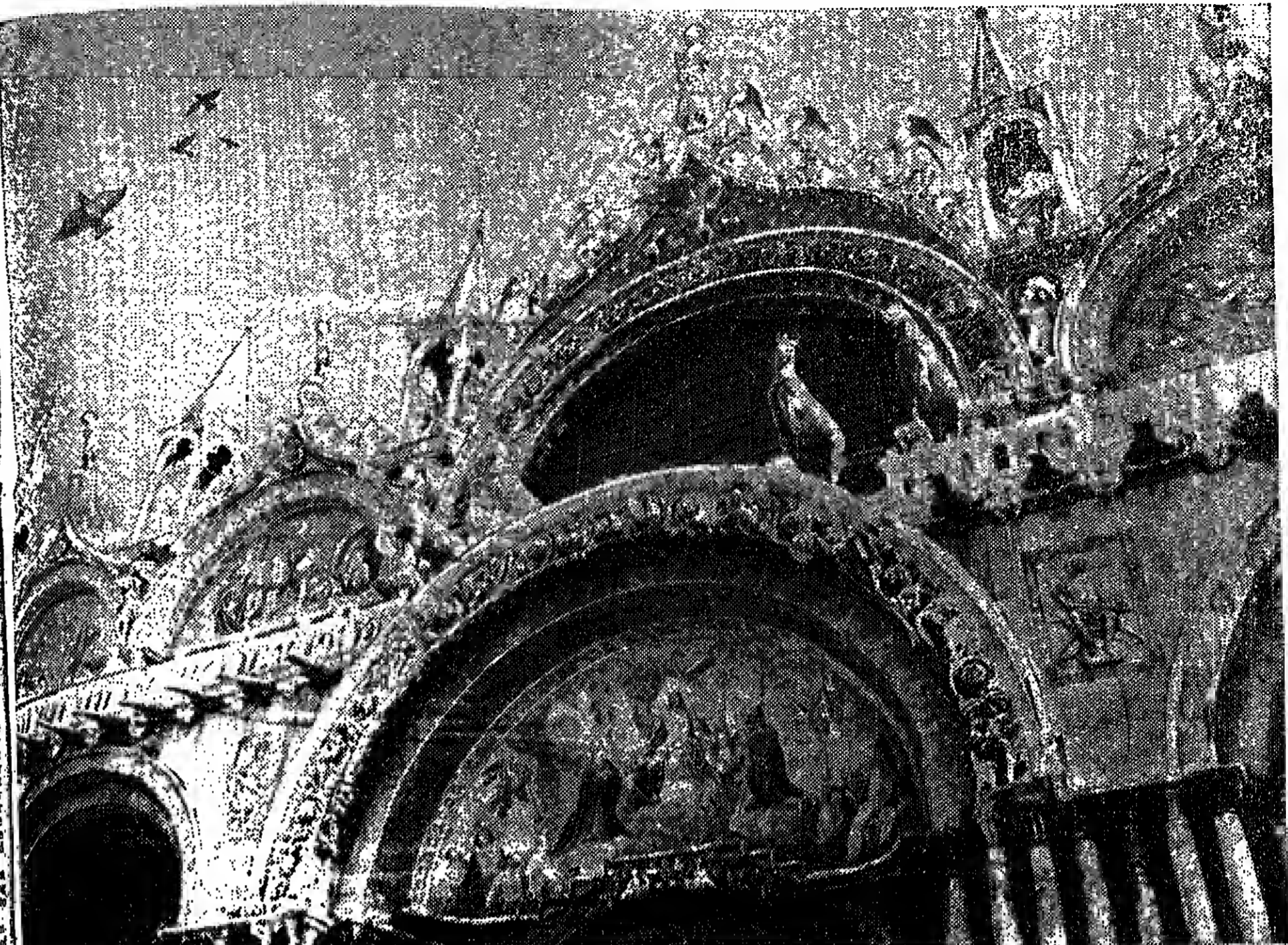
To those teachers who wish to try the method outlined here we suggest that they should be put in pairs or with a small but determined team. They will need to know their theory pretty well before they start work (parents can be very searching in their questions), they must have a regular time for supportive visits by those who do the work, and they must have a regular time based upon school experience.

Unfortunately such people do not yet exist in the UK, although one recently has visited teachers who are experienced in remedial work with individual children.

The exercises alone are not a remedial activity, although they are a structured core of remedial reading conducted by handwriting staff. We find they have the effect of a catalyst, say, in making the reading course more productive and pleasant.

We look forward to the day when all children will have done their developmental work at home, as babies and toddlers—but that is another story, involving another service.

Don Ryder is head of lower school, Walling School, Northamptonshire. The original article appeared in the TES of 9 January, 1976.



# A little capital can buy a lot of city.

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If the mask fits, wear it

Malcolm Troup on the sociology of music

Whose Music? A Sociology of Musical Languages. By John Shepherd, Phil Virden, Graham Villianus and Trevor Wisford.

Genet, in the closing moments of his play, Les Nègres, has his seeming masks remove their masks to reveal themselves as whites and vice versa.

This has meant turning upon ourselves the ethnomusicological artillery by which the West first sought to expand its system of patronage to an international theatre.

The book remains, for all its pious disclaimers, a paean in Western individualism, to content becoming forms, which become explicit, unambiguous, and unambiguous concept, and so on.

Music in education

Following yonder star

Hilary Finch on Christmas shows

If one were to look down from heaven and bear all the Christmas musical activities that had been going on to schools throughout Britain, the result would surely be deafening.

Hilary Boy, a folk oratorio with words and music by David Palmer (head of music at Thomas Mair High School, Purley) started the season early in mid-November.

The words were, on the whole, memorable without being banal, and the pastoral interludes and reflective solos were high points in a not over-inventive score.

It was easier for them in the smaller setting of the parish church of St Dunstan, Bellingham, south east London, where the children of Athelney primary school had been busy colouring every programme for their production of Follow the Star.



A scene from the first performance of an opera by Alan Ridout, based on Oscar Wilde's 'The Selfish Giant', composed for and performed by Lndy J. Thoroughhill Primary School, Wye, Kent, on the first weekend in December. Roderick Williams sang the part of the giant.

The outrageous, and sometimes even spinechilling Herod (Charles Miller), a cross between an Ugly Slater, and his camp counterpart in that other Suppertime show, and his engagingly classically and aegergetic guardian angel, Chicago (Paul Kender), stole the show, for me.

Deadlines for entries to the Royal Court Young Writers Festival 1978 close on 15 February 28. Plays for the Hear Me! scheme have been extended. Entries for the festival

"lack of control over knowledge" a verdict which Les Strawns's work on Mythology should long since have laughed to scorn.

At another stage of the proceedings we find Shepherd resurrecting, like Frankenstein's monster, a musical theory of evolution which Grove's fifth edition thought to have killed off once and for all.

Not only is the approach unimpaired but, after paying lip-service to Bernstein's theory of restricted languages, the author hurriedly retreats into a jargon of their own as that, despite the glossary which refers only to musical terms, the book serves both as an example as well as a warning of the dangers of specialism in art criticism.

Magpie musicians Christopher Griffin-Beale on television

After a difficult, perhaps, of Christmas television, it would be a pity to miss this afternoon's Magpie Special 11.15-12.15.

Magpie's earlier prize-winning entertainers, it is skilfully made Elizabeth's family are sketched through the music she wrote for them.

From inside the bell jar Hermann Peschmann

Johnny Public and the Blide of Dreams, and other prose writings, by Sylvia Plath.

be sent to the theatre by then, but poetry, prose and projects to Helping Hand, 8 Stratton Ground, London, S.W.1 by the end of March

of the ninth century through the Renaissance, from the Pagan to the medieval, from the Pagan to the medieval, from the Pagan to the medieval.

Villianus shows how music has been used in the past, from the Pagan to the medieval, from the Pagan to the medieval.

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Turning of the tides

Garen Treacher on theatre and education

Community Theatre Company are a group of young people who perform plays on local and national issues.

Face Value, a musical revue about the history of the theatre, traces the history of the theatre from medieval times to the present.

At Sefton Park Junior School, where in November a theatrical demonstration drew attention to the school, first and second-year children performed a play.

Johnny Public and the Blide of Dreams, and other prose writings, by Sylvia Plath.

Tartuffe and his kind

Peter Hebblethwaite on Molière

The Scapular Vision of Molière, by Robert McElride.

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Pièces de résistance

William Brooks

An Introduction to the French Theatre, by Peter H. Arnott.

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Acton Touring Company in 'Face Value'

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Portrait of Artist as Fair Youth

Ralph Berry

Shakespeare by Hilliard: a Portrait Deceitful, by Leslie Holton.

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Harry Judge takes a sly glance at some of the issues of '77

# Goodbye to a slippery year

Overhead before Christmas: Will UCEI pressure affect the RAC/DES courses without reference to NATFHE while ACSTT deliberates on a UDI for the UDE's without counting either NAS/UWT or the UGC through the CFCP?

A new party resolution might well be in order, and as a contribution I propose the cessation of a Campaign for the Reduction of Acronyms in Public. That, though, might itself create some problems...

Taylor happens, the prizes of prestige and success in the headmastering business will go to those who batter their opponents to death with reams of paper—especially if the print can be reduced to the most fashionable size at which it becomes totally illegible. The next stage, be assured, will be that of the microfiche.

Meanwhile, a head who wishes to modify his curriculum, or reduce it to a little gentle beating, or (more probably) simply to distract the attention of his fellow Governors from what is really happening, will need only to produce a couple of hundred pages, with bibliography but without a summary of recommendations, to introduce a three-year discussion of change he never had time to make, and no longer believes in. So the nightmares of the School Council and the Taylor Report reinforce one another, and all because no one is prepared, or allowed, in time.

lenges the NUT and is no longer to be permitted as the famous voice of forthright Marxism.

Faith in the Schools Council ebbs as rapidly as the faith of the theologians themselves (and that would take some beating). Parents H.M.I.s, L.E.A.s and that deeply mysterious entity "the Community" all want to take over from the teachers. Pupils, when the investigations of 1988 return, may they surely will, will quite soon want to take over as well.

So what are the teachers up to? The Taylor Report, which might have been greeted as a landmark against the mechanical power of L.E.A.s or of a changing DES, is tossed aside as a busybody's charade. The most restrained of requests by the government for information on the curriculum is rejected with a surly "Shan't tell!". Not very encouraging for the future. And who are we, as teachers, public opinion, suitably inflamed by the Tyndale Report and sinister rumblings about Marxist infiltration, pillories teachers as bearded weirdies, steeped in sociology and preaching revolution and illiteracy. Social surveys describe the typical teacher as nostalgic, suburban, washing his motorcar, and going to Spain for holidays. Puzzling indeed.

schools, more religious, musical.

The ballet deserves the prize is offered suggestion.



## The seven ride

Unreliable rumour has it that the sinister seven, members of the Schools Council (dead now long years), met shortly before their demise on a moor (Hilthorpe?) to eat a lot and chat their Council recommendations. Even if not, the posthumous history report has certainly been true.

It seems to be the latest and not only in education, under-studied, uncalculated, linked, or even ignored at James's certainly not the most entertaining exception has been that comfortably entrenched and helped scorn upon its polemic, happily presiding of fulfillment. And all this of the fact that Governor enthusiastically rosy and more in its own response.

But see what has happened. ATO's have dissolved (sadly) nothing has to happen into existence to them. The monotechnic dropping below the horizon, her training has moved less peacefully into the sector.

The high prices of an excess in the public mind about the survival of that strange and unqualified. The very few who look that their way of the 1960s. Educationalists are very themselves the educational theory of it—with its count of fine disciplines—a had name.

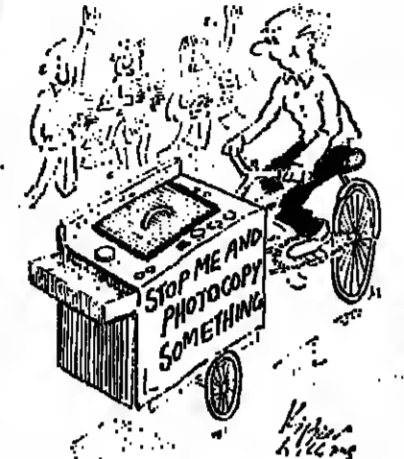
It is confidently predicted by 1981, more than half centimes that the teaching will have followed the path of their feet by competitive path of education which James's pointed in his recent book. He goes multi-cultural. In academic standards in education are defended stoutly by the CNAA that verities, anxiously (and of contraction. The right of creation although it is in many places, and those unsuited to teaching alternative qualification. Humourable exit from a good course.

But perhaps the greatest quietly and passively over the past few years, schools and teachers themselves, between schools and institutions, have made your belief. Professional have created up. Beliefs of Cambridge may be different education should be profession cooking in education is now a term probationary year about a careless death. Even a wretched person like the new suggest that the money for which our faintly, better times will be past-experience education. They now stands before agenda than ever before. Still a few things left of but enough in all this for an aged teaching profession itself a Happy New Year, feel sick at the same time.



## Who is Shirley Thatcher?

I have taken to standing in the streets with pencil poised, stopping teachers (and others) as they totter out of M and S and asking them about N and F. Who really understands where that particular Little Great Debate now is? Some think the proposals have already been accepted. Some think that Shirley Thatcher or Margaret Williams rejected them. Some think they are being considered by a special committee under the chairmanship of a retired moor from the Home Office, called Ookes. Some don't stick at all.



## Tinker Taylor

One of the worrying results of technology has been to make it all too easy for bodies and persons, large and small, to multiply paper and copy everything for everybody. In simpler times, before we were crossed by communication, you expected to be told something, given a summary of it, or told where to read it. But the copier, and allegedly cheap methods of printing, now rule. This makes all the more alarming the prospect of a wild interpretation of parts of the Taylor Report, if it means what it says.

The report itself has had a patchy and mildly puzzled reception. There is, indeed, something a little odd to the coincidence of the publication of a report advocating local control and community involvement, with a whole set of developments emphasising central control (or intelligent influence) and the elevation of the power of the L.E.A.s. But that may be because reports take a long time to write and are often reflecting the moods and prejudices of the year before last, when participation was beautiful.

It is not only touchily jealous of the frenzied clicking and flashing of the photocopiers of England. It

## Jigsaw

Struggling to make sense of the educational scene in the turn of the year is horribly like trying to put together the various pieces of different, and incompatible, jigsaw puzzles. That must be one of the more maddening of faculty activities in the dog days that follow Christmas.

How does this bit of huddlement fit into that tree? What has this elephant's trunk got to do with St Paul's Cathedral? (I once had a jigsaw of La Salette, Chappelle, but that is quite another story). Looking at the 1977 attitudes, images and actions of British teachers produces the same sense of helpless puzzlement.

What are teachers now, and what are they trying to do? The 1960s were—how boring it is to keep saying it—the halcyon days. When everything became bigger, more generous, more ambitious, richer, it was easy to take a simple view about teachers.

That simple view, by a happy coincidence in the history of the jigsaw, fitted neatly into all kinds of other places. The best teaching was the teaching in which the best teachers believed. If they believed in it they ought to control it. Controlling it meant being left with undisturbed sovereignty in the classroom, coupled with impregnable majorities on national bodies, like the Schools Council. So the teaching profession, in Middle Wullop and Belgrave Square, was omnipotent.

That omnipotence, in its turn, produced a happier Britain and—until Lord Valzev lost his faith (a few years before he lost his common sense)—a more prosperous and as well. Merely, the talismanic clarinet belief slanted into an opinion of teachers with the NUT, with a few poetic and special footnotes from the ghosts of the grammar schools in Gordon Square, and a few novel insults from Mr Cusey's outlaws.

But not my mate. Nobody any longer believes that NUT control, or any union control, is the same as teacher autonomy. It could be exactly the opposite. The Latin Four has become Three and may become Two, and the Secondary Heads of Association boldly proclaim itself the leader of secondary education. The NAS-UWT chal-



## Politics on ice

Politicians are the experts in ruling, and they know how to tell us what to do and how to differ from one another. It is their Politics used to be a jolly battle between those who wanted Home Rule for Ireland and those who didn't, those who wanted war and those who didn't, those who believed in the Union of the Church of England and those who didn't, those who liked Protection and those who didn't, those who imposed prescription charges and those who didn't, those who liked grammar schools and those who didn't.

But the battle has become a winter ballet, with the principal boys and girls performing leaps and arabesques on ice in the thickening snow. In a background of lively but shapeless music. The only rules are to keep on the ice, stay upright (most of the time), and never find yourself in the same position as a member of the other party.

But as Jim Inckled on his skates and Norman shook the frost from his hair, and Rhulde careered uncontrollably to the right, and Shirley whirled about (always a little behind time, nervously trying to discover where everybody else was, the rote-paying audience sat numb and beaming).

A year which began with the zero edicts of a Labour Prime Minister, bravely the mushy progressives (that is us, fellow readers) for neglecting arithmetic, the co-operative ethic, and the insatiable appetites of industrialists who needed apprentices and not sociologists, ended with a shadow minister sweetly proclaiming the Conservatives as the best friends of the comprehensive school. Meanwhile, everybody tried to be for more rigorous assessment, more attention to the able, more parental choice of schools, more autonomy for



## Crossword No 1,117

13 Go way back (10).

**Down**

2 Partners in Continental dressing (2, 3, 7).

3 Death mask of the spirit of nature? (4, 3).

4 Points away from the eye (6).

5 Part of the mast (5).

6 The semblance of a double piano (4, 2, 3, 4).

7 Bonyan's real big brother (10).

8 Evidently says the same twice (5, 5).

9 Cask for the camp (3).

11 Piece that is sound all round (6).

12 Yolk-gang, wrapped in towel (5).

**Solution to Puzzle No 1,116**

10 Sibilliant orascondo  
hiding in the Bush (7).

11 Cuban smoke city (6).

12 Let in for cargo (6).

13 Official statement proposed for a shaking (7).

14 Might well be OR as a king (3).

15 Disputation according to the law (5, 2).

**Across**

1 Not however, the English equivalent of the New York Stock Exchange (6, 4).

2 Needs no doubt a social sense of well-being (7, 5).

3 A quick-saw effort (3, 2).

4 This space is black because of an official action by members of the Society of Lithographic Artists, Designers, Engravers and Process Workers.

Harry Judge takes a...ance at some of the issues of '77

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That omnipotence, in its turn, produced a happier Britain until—until Lord Volsey lost his faith in few years before he lost his composure—ship—a more prosperous one as well. Meritly, this refreshingly cheerful belief slotted into an equation of teachers with the NUT, with those who didn't, those who imposed prescription changes and those who didn't, those who liked grammar schools and those who didn't.

But the battle has become a matter of belief, with the principal boys and girls performing leaps and arabesques on ice at the thickening snow in a background of lively but shopless music. The only rules are to keep on one's feet, stay upright (most of the time), and never find yourself in the same position as a member of the other party.

But as Jim huddled on his knees, and Nicomat shook the frost from his hair, and Rhodes yawned uncontrollably to the right, and Shirley whistled about Gaby's a little behind them, they really began to discover what everybody else was doing. The racing conference was numb and hunched, and... A year which began with the stern ethos of a Labour Prime Minister... progressives (that is us, fellow readers) for neglecting... the comparative ethics... insoluble appetites of industrialists who needed apprentices and not sociologists, ended with a shadow minister sweetly proclaiming the Conservative as the best friend of the comprehensive school. Meanwhile, everybody tried to be for more rigorous assessment, more attention to the able, more parental choice of schools, more autonomy for schools, more religious, more moral... The ballet deserves no prize is offered in superstition.

longer the NUT and is no longer to be awarded as the rancorous voice of barbaric machism... Faith in the Schools Council ebbs as rapidly as the faith of the theologians themselves found that would take some beating. Parents, NUTs, LEAs and that deeply mysterious entity "the Community" all want to take control from the teachers' hands, when the intonations of 1968 return (as they surely will), will quite soon want to take over as well.

So what are the teachers up to? The Taylor Report, which might have been treated as a tutorial against the mechanistic pace of LEAs or of a changing DES, is tossed aside as a boxy, boxy character. The most restrained of requests by the government for its formation on the curriculum is rejected with a snarl "Stand up!" Not very encouraging for the future.

And who are we, as teachers? Public opinion, suitably influenced by the Tymble Report and sinister ramblings about Marxist infiltration, pillories teachers as leached wretches, accepted in sociology and teaching revolution and illiteracy. Social surveys describe the typical teacher as nostalgic, suburban, washing his motorcar, voting Tory, playing kodiminton and going to Spain for holidays. Pouting indeed.



## Politics on ice

Politicians are the experts on falling, and they know how to tell us what to do, and how to differ from one another. In the 1970s Politics used to be a jolly battle between those who wanted Home Rule for Ireland and those who didn't, those who wanted war and those who didn't, those who believed in the bosom of the Church of England and those who didn't, those who liked Protection and those who didn't, those who imposed prescription changes and those who didn't, those who liked grammar schools and those who didn't.

But the battle has become a matter of belief, with the principal boys and girls performing leaps and arabesques on ice at the thickening snow in a background of lively but shopless music. The only rules are to keep on one's feet, stay upright (most of the time), and never find yourself in the same position as a member of the other party.

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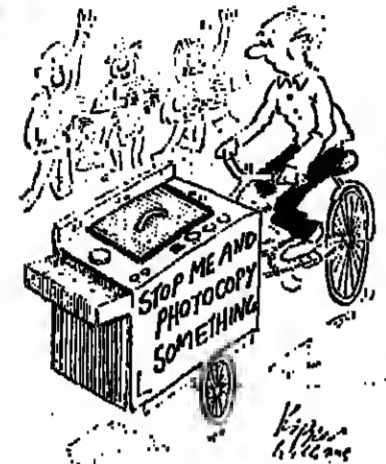
## Who is Shirley Thatcher?

I have taken to standing in the streets with pencil poised, snapping teachers (and others) as they totter out of M and S and asking them about N and F. Who really understands where that portentous Little Great Debate now is? Some think the proposals have already been accepted. Some think that Shirley Thatcher or Margaret Williams rejected them. Some think they are being considered by a special committee under the chairmanship of a retired man from the Home Office, called Onkes. Some don't think of all.

All this said ignorance is not the fault of the Schools Council, unless it is a fault to tell too many people too many things. Perhaps it is. After all, men can die from overeating and engines won't run if they are flooded with petrol. And who could cope with the great volume of consultative material rolling along the sluices from Great Portland Street? Suspicious persons, contrasted with innocent pedagogues, might indeed see an expensive conspiracy here.

Once a decision in principle (a phrase, incidentally, that should finally be outlawed in 1978) is taken, all else follows. The machine stirs, feasibility studies grind forward, the massive gears of consultation are enmeshed, resources and reputations are committed. The big question is divided into one hundred small questions, responses and qualifications are collected and collated, key cosmetic adjustments made (why not F and N, for example?), honour satisfied.

But what else could have been done? It is easy to see that there is something profoundly wrong, flabby, nerveless and boring about the processes of examination or curriculum reform. But unless the tiler is seized by a strong hand, this might be the best we can do.



## Tinker Taylor

One of the worrying results of technology has been to make it all too easy for bodies and persons, large and small, to multiply paper and copy everything for everybody. In simpler times, before we were crazed by communication, you expected to be told something, given a summary of it, or told where to read it. But the copier, and allegedly cheap methods of printing, are now rule. This makes all the more alarming the prospect of a wild interpretation of parts of the Taylor Report, if it means what it says.

The report itself has had a patchy and mildly puzzled reception. There is, indeed, something a little odd in the coincidence of the publication of a report advocating local control and community involvement, with a whole set of developments emphasizing central control (or intelligent influence) and the elevation of the power of the LEAs. But that may be because reports take a long time to write and are often reflecting the moods and prejudices of the year before last, when participation was beautiful.

It is not only touchily jealous 1,000s which turn pale at the thought of the frenzied clicking and flashing of the photocopiers of England. It

## Crossword No 1,117

Crossword puzzle grid with clues for Across and Down. Clues include: 1 Not, however, the English equivalent of the New York Stock Exchange (6), 2 Partners in Continental dressing (3, 7), 3 Death mask of the spirit of nature? (4, 3), 4 Points away from the eye (6), 5 Part of the mast (5), 6 The semblance of a double piano (4, 2, 3, 4), 7 Bunyan's real big brother (10), 8 Evidently repeats the time taken (5, 5), 9 Ask for the camp (5), 10 Place that is round all round? (6), 11 Youngster wrapped in towel (5), 12 Signant anecdote being in the Bush (7), 13 Cuban smoke city (6), 14 Leg in for cargo (6), 15 Official statement prepared for a shank (7), 16 Might well be OK on a king (5), 17 Disputation according to the law (3, 2).



## The seven ride

Unreliable rumour has it that Shirley Severn, member of James' Committee (dead no long years), met Shirley Thatcher (Shirleyhouse?) to eat a lot and chat their Council Recommendations. Even so, the posthumous Severn report has certainly been one.

It seems to be the fate of and not only an education understood, culminated, luded, or even ignored. James was certainly not the most entertaining any recreation has been that it, comfortably entrenched in, heaped scorn upon his poor, now happily pushing on, fulfillment. And all this of the fact that Government has not only cry and nod at its own requests.

But very what has happened? ATOS have dissolved, a (sadly) nothing has happened and existence to them. The punishment of dropping below the level is a low standing has made less, probably, into the

The high priests of express, in the public piety, about the survival of the strong and weak qualification. The new Ed even look like their own sons of the 1960s. Ed also has are now themselves the educational theory of with its canon of fine disciplines—a bad name.

It is confidently predicted by 1981, more than half entrants to the teaching will have followed the POC—working with their feet consecutive both of education, which James, who which Jim Peter, has provided in his recent best academic standards in education are defended usually by the CNA but varieties, annoyingly long of construction. The Dept. of education, although it is in many places, and those entitled to teach, alternative qualifications, a laudable exit from a route.

But perhaps the greatest quiet, and progressively over the past few years, schools and teachers themselves, between schools and me, opportunities have shrank and shrank. Professional have opened up. The UGC, education now believe close education should be professional working to education is now a truly the probationary year, a fearless ideal, a wicked person, a wicked person, grant the money for which we thought, better times will go, good-experience education, there now stand agenda than ever before. Still a few things left, but enough in all this for a nice teaching profession itself a Happy New Year, feel sick at the same time.